

# Self efficacy

"If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning."

~ Mahatma Gandhi

# Objectives

- Define key terms
- Identify strategies to improve self efficacy
- Use the identified strategies to construct specific target for your foundation phase.



# ITTECF – Standards 1, 7 & 8

Learn that the ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.

Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

# Starter activity

To what extent do you agree with these statements?

0 = I don't believe this at all, 10 = I fully believe this

- I could teach my microteach lesson at 4pm today and deliver it to a high standard
- I can teach a lesson on forces to a KS4 class
- I can teach a practical microbiology lesson to a KS4 class using aseptic technique
- I can teach a chemistry lesson on bonding to KS4
- I know what to do if I have a safeguarding concern in school
- I know what to do if there is a safety incident during a practical science lesson

## Defining **Self-Efficacy**

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**Self-Efficacy** is the belief in one's ability to succeed in achieving an outcome or reaching a goal. This belief, specific to a task or an area of knowledge or performance, shapes the behaviors and strategies that help one pursue their goal. Self-efficacy is informed by five influences (also known as sources): performance experience, vicarious experience, social persuasion, imaginal experience, and physical and emotional states.



# 5 influences on self efficacy

- Performance experience refers to one's previous and related experiences . This can influence a perception of competence at a specific task.
- Vicarious experience refers to the observed performances and experiences of others like oneself in a similar situation.
- Social persuasion refers to verbal encouragement or discouragement about a person's ability to perform. Typically, the more credible the source the greater the impact.
- Imaginal experience: the person's use of their imagination to envision their success at a task.
- Physical and emotional states refers to how one experiences physical sensations and emotional states when facing the task or challenge. Often linked to anxiety about a task.

## How could you use the 5 influences on self efficacy to improve your score below for each statement?

To what extent do you agree with these statements?

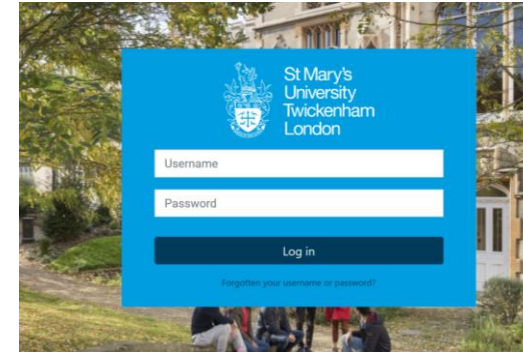
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**What actions could you take today, this week or on school placement to improve your self efficacy as a science teacher?**

What strategies can you develop to build your self efficacy?

Think about the platforms you already use. Could they be used in a more productive way?





Dweck 2007

# **Fixed Mindset**

- I'm only good at certain things
- I give up when it gets too hard
- I hate challenges
- I take feedback and criticism personally
- I don't like doing what I don't know

# **Growth Mindset**

- I can be good at anything
- I try until I get the results I want
- I embrace challenges
- I welcome feedback and criticism
- I like learning about things I don't know

# Differentiating **Self-Efficacy** from Self-Esteem and Growth Mindset

Self-efficacy is related to, but distinct from, self-esteem and growth mindset.

	Self-Esteem	Self-Efficacy	Growth Mindset
Definition	Refers to a person's <u>more general sense of self-worth</u> .	Refers to a person's <u>belief that she can do what's necessary to successfully achieve a <u>specific</u> goal or task</u> .	Refers to the belief that one's <u>abilities can change over time</u> as a result of effort, perseverance, and practice.
What does this answer?	Who am I? What is my worth?	Can I do this?	Can I grow in this area?
Example	"I am a competent person and a good learner..."	"...and I have confidence that I can master linear equations;" <a href="#">View Fullscreen</a>	"although I haven't mastered it yet, I know that I can get better at it if I study hard, try new strategies, and seek out help."
Relationship to Self-Efficacy	High self-efficacy and a growth mindset across various goals can contribute to overall positive self-worth (i.e., self-esteem).	Having high self-efficacy with a growth mindset can help a student navigate setbacks successfully. Even as a student experiences failure, noticing a gradual improvement in skills over time will give the student confidence that he or she can <i>ultimately</i> achieve the goal (self-efficacy) by increasing effort and abilities (growth mindset).	

# Can you reframe statements about your development as a teacher to reflect a growth mindset?

For example:

“I’m dreading being asked to teach physics because I don’t understand the content.”

Becomes...

“I can learn unfamiliar scientific content and I am capable of understanding it. I can ask for help and use my teaching practice as an opportunity to build my confidence. I can tell people at my school if I need extra support in a specific topic area.”

Choose three of your own statements where you have a fixed mindset and reframe them to reflect a growth mindset.

# Teachers can model self efficacy to their pupils

- How might your pupils show a fixed mindset? What would that look like in a lesson?
- How might you guide them to build their self efficacy and develop a growth mindset?
- Consider some examples in your groups and decide how you would approach this in your teaching practice.

Set yourself at least one goal for improving your self efficacy

## Goal Setting



Specific

Achievable



# Actions you need to take each week

- Plan each of the lessons you teach
- Submit lesson plans 48 hours in advance of teaching it
- Respond to feedback prior to the lesson
- Complete 2 formal observations each week
- Complete your mentor training log each week
- Complete your mentor meeting each week
- Agree weekly targets and summarise progress against them
- Complete your observations of expert teachers each week
- Complete your lesson evaluations for each formal feedback
- Complete university assignments and submit on/ahead of time.

# Set sub goals



## Task 2:

If the main goal is qualifying with QTS what are three smaller goals you can set yourself for this term?

- S 1 Set high expectations
- S2 Promote good progress and outcomes
- S3 Good subject and curriculum knowledge
- S4 Plan and teach well structured lessons
- S5 Adapt teaching to respond to the strengths and needs of all pupils
- S6 Make accurate and productive use of assessment
- S7 Manage behaviour
- S 8 Wider professional responsibilities



# Weekly reflections

Evaluation (after every lesson)
Strengths / Areas for Development
Evidence of pupil progress and use of different techniques to support many learning styles.
Evidence
AFL - green pen in books, random questioning to check understanding.
Actions for future plans
→ shorten some of the earlier tasks to allow more time for the station exercise.
Reflection (once per week)....
Used the model of oranges and apples as atoms and molecules to show conservation of mass - went around and asked the pupils if they found it useful to model/visualise something which they otherwise would have to just "imagine". some said yes! very useful, they liked that the colours of the fruit were the same as the images on the board. Others said the fruit was too distracting as they were hungry the lesson before lunch.
I would use a model again to show this concept but maybe would consider using balls instead of food to reduce that distraction.

- How can weekly reflections be used to improve your self efficacy?
- How could you apply each of the above strategies to improve your self efficacy when writing your weekly reflections?
- Are there strategies that you think will work better for you? Why?

# Reframe obstacles



- Scenario
- Trainee teacher x has taught a lesson, (s)he has had some feedback with 4 pages of point to work on.
- How can you stop yourself being overwhelmed?
- What advice would you give.
- What strategies would you take- link to stepping stones/celebrating success.